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# A STUDY ON CAREER MATURITY OF SECONDARY SCHOOL STUDENTS IN RELATION TO SCHOOL MANAGEMENT

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## Abstract

*The term career maturity was introduced by Super (1957). It means the individual's ability and readiness to make appropriate career choices (Lundberg et al., 1997). Among those various factors playing a significant role while deciding a career of adolescents, school environment is an important one. The present research was an attempt to study career maturity of secondary school students in relation to the school management. The descriptive survey method was used in the study. The study was delimited to the 120 secondary stage students. In order to conduct the study, schools (private and government) were randomly selected from Birbhum district of West Bengal. The tool used for the study was Career Maturity Inventory (CMI) (Attitude Scale & Competency Test) John Crites, Indian adaptation by Nirmal Gupta, 1989. Both descriptive and inferential statistics were used for the analysis and interpretation of data. On comparison of private and government schools, the results clearly indicate that the students of private schools possess significantly a higher career maturity and career maturity attitude, but there is no significant effect of management on the career maturity competence of secondary school students.*

**Keywords:** *Career Maturity, Management, Secondary School Students, Birbhum District of W.B*



**Introduction:** The selection of an occupation is one of the most important aspects among secondary school students. The concept of Career Maturity is originated from the Super's developmental theory of career behaviour and the process of selection of an occupation

generally spans from late childhood to early childhood (Dybwad, 2008; Super, 1957). Career maturity represents the place reached on this continuum of career development from exploratory years to decline (Super, 1957). The words Career Development, Vocational Development, and Occupational Development are used synonymously, they refer to a lifelong process of developing work values, crystallizing a vocational identity, learning about opportunities and trying-out part-time work situations (Dhillon and Kaur, 2005). Through the process of career development that an individual fashions a work identity and thus the impact that career development has upon students is long-term and inestimable. Possible limited learning experiences, levels of career maturity, career and self knowledge mediate the career decision-making process. The importance of guiding students to explore and navigate through the decision-making process also becomes a central issue in the field of vocational counselling. Career development is influenced by new opportunities presented by the changing workplace, the dynamics of entering the workforce and expanding lifestyle options among other factors. But what is the current status of school educational system in India as far as career maturity concern! Do the students are properly encouraged to their practical world from which the development of Career Maturity starts? Do the schools introduce more practical based curriculum or rather the bookish knowledge is given more importance? Does the school environment is able to create awareness of vocational development among the students and to prepare the students fit for the World of Occupation? Because it is the schools where one individuals' career development starts to take shape. Therefore to understand the school environments a comparative study of career maturity was attempted between private and government schools.

**Rationale of the Study:** Career maturity despite being one of the most crucial variables in the present career orientation programmers, it has not been yet exclusively studied by the researchers working in this field. More so among the Secondary school students who often experience career indecision and career maturity difficulties (Osseo, 1999). Many secondary school students find great difficult to answer the quarries like "what you want to become in the future? Or what career are you going to choose? It is very common to see students faced a difficult task to choose a proper profession. Hence, there is necessary for the students to decide about his/her career with the help of proper guidance. Thus, educational related programme like guidance and counselling, if carried out properly, can lessen the problem of wastage, stagnation and frustrations in all the stages of schooling and also helping them to take right decision according to their abilities and interest at an appropriate juncture. Career maturity is actually influenced by several factors like age, race and ethnicity, locus of control,

socioeconomic status, environment and gender (Naidoo 1998). The complex interaction of these factors affects individual's readiness to succeed in mastering the tasks appropriate to various stages of career development. Is has been found that some variables used to measure one group of population may not apply for all other groups. Therefore, career maturity is the readiness to make appropriate career decisions (Lundberg et al., 1997). Even though everybody looks for a career in one way or the other however, a person may not be able to choose their right career because of various factors cited above which can leads to frustration and dissatisfaction in their job in the future. It is seen in various literatures, unlike other variables, researcher has felt that school environment could be closely related with their career maturity, however very few studies have been undertaken on the effect of school environment on career maturity of the students. Furthermore, while doing the review of literatures researcher come across maximum studies has been taken up either in northern or north western parts of the country, very few study has been conducted in eastern context. Thus the present problem to study the career maturity of secondary school students in relation to school environment has been taken up. After considering a variety of researches conducted by different investigators dealing with the career maturity of adolescents in India and abroad, it has been found that the school environment have also a great role in deciding about the career. If the schools are providing best opportunities definitely, helping students in deciding about the career and most cases private school students performed better than government school students (Dhillon and Kaur, 2005, Gupta, 2011, Kaur, 2012, Mahajan, 2011, Tali and Ranjana, 2002).

**Statement of the Problem:** The present study is stated as "A Study of Career Maturity of Secondary School Students in Relation to School Management".

**Objectives of the Study: 1.** To study the career maturity score distribution of secondary school students. 2. To find out the difference in the career maturity of secondary school students due to management variation. 3. To find out the difference in the career maturity of secondary school students component wise due to management variation.

**Hypotheses of the Study**

**$H_{01}$:** There does not exist any significant difference of career maturity of secondary school students due to management variation.

**$H_{02}$:** There does not exist any significant difference of career maturity of secondary school students, component wise i.e. attitude towards making career choice due to management variation.

**$H_{03}$:** There does not exist any significant difference of career maturity of secondary school students, component wise i.e. competence to realistic career choice due to management variation.

**Delimitation of the Study:** The study was confined to 4 secondary schools (2 private & 2 government) and 120 secondary school students of Birbhum district, West Bengal.

**Methodology:** The present study is a descriptive survey type. A purposive random sampling method was used to select 120 students from four different schools (2 private & 2 government) from Birbhum district, West Bengal. For the present study researcher has used one standardised tool viz., Career Maturity Inventory (CMI) (Attitude Scale & Competency Test), originally prepared by John O' Crites and Indian adaptation by Dr. Nirmal Gupta, 1989. With the help of above mentioned tool a data were collected. Questionnaire technique was adopted for administration of the study. Both descriptive and inferential statistics were taken into account such as Mean, S.D., Skewness, Kurtosis, calculation of Critical Ratio (t) and Coefficient of correlation (r) for the analysis and interpretation of data.

**Analysis and Interpretation**

**1. Frequency distribution of Career Maturity score of secondary school students**

On Career Maturity it ranged from 39-84 in case of private school, and 34-94 in case of government school students. The distribution of score on Career Maturity of the entire sample along with the sub sample has been presented in the table 1.

**Table 1: Frequency distribution of scores of Career Maturity Inventory (CMI)**

| Class Interval | Management of School | | Total |
|---|---|---|---|
| | Private | Government | |
| 90 – 94 | 0 | 1 | 1 |
| 85 – 89 | 0 | 0 | 0 |
| 80 – 84 | 4 | 1 | 5 |
| 75 – 79 | 6 | 4 | 10 |
| 70 – 74 | 6 | 5 | 11 |
| 65 – 69 | 9 | 4 | 13 |
| 60 – 64 | 8 | 3 | 11 |
| 55 – 59 | 10 | 14 | 24 |
| 50 – 54 | 9 | 12 | 21 |
| 45 – 49 | 6 | 7 | 13 |
| 40 – 44 | 1 | 5 | 6 |
| 35 – 39 | 1 | 3 | 4 |
| 30 - 34 | 0 | 1 | 1 |
| **Total** | 60 | 60 | 120 |

From the above table it is quite clear that for all the sub sample and total sample, the class interval 55-59 is considered as the modal class interval and gradually decreasing towards

upper and lower end. Such a distribution gives an impression of scores failing into a normal distribution. The results of the frequency distribution are given in the following table.

**Table 2: Results of frequency distribution of CMI scores**

| Sub-Samples | Career Maturity In Total | Variations: Management of School | |
|---|---|---|---|
| | | Private | Government |
| **N** | 120 | 60 | 60 |
| **Mean** | 59.22 | 61.75 | 56.33 |
| **Median** | 57.63 | 61.38 | 55.21 |
| **Mode** | 60.43 | 60.64 | 52.97 |
| **S.D** | 11.95 | 11.28 | 12.24 |
| **$Q_1$** | 50.92 | 53.39 | 48.79 |
| **$Q_3$** | 68.35 | 70.33 | 64.50 |
| **Q** | 8.71 | 8.47 | 7.86 |
| **$P_{10}$** | 44.88 | 47.83 | 41.50 |
| **$P_{90}$** | 76.50 | 77.83 | 74.50 |
| **Skewness** | 0.40 | 0.09 | 0.27 |
| **Kurtosis** | 0.275 | 0.282 | 0.238 |

Detailed analysis of the above table reveals the mean, median, and mode values of this distribution on Career Maturity variable as 59.22, 57.63 and 60.43 respectively. It is further observed that mean (61.38) score of private school students lies above the mean value of government school students (56.33). All these indicate that students of private schools possess more Career Maturity than government school students. Further, the heterogeneity in the distribution of mean, median and mode of the total sample as well as all the sub-samples and the value of skewness (0.40) and kurtosis (0.275) indicating the non-normal distribution of scores on Career Maturity. Thus this distribution is slightly positively skewed and platykurtic.

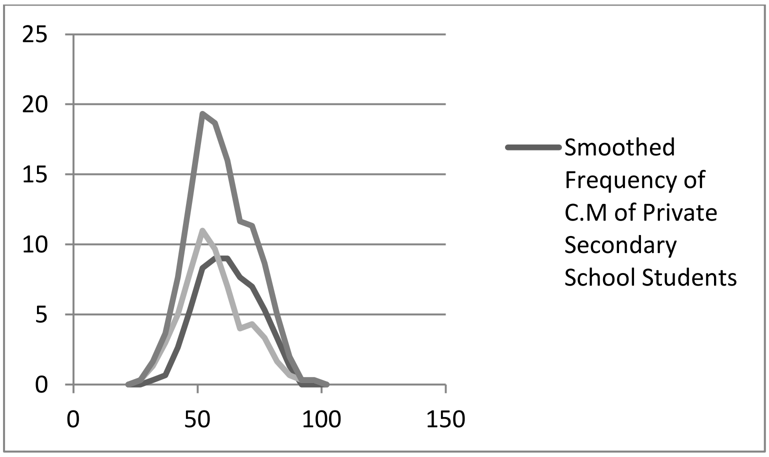



**Figure 1 :** Super imposed smoothed frequency polygon of distribution of scores of private and government secondary school students with total sample on Career Maturity

**2. Management difference in Career Maturity score**

**Table 3: Significance of Difference between Private and Government Secondary School Students on Career Maturity**

| Variable | Group | N | Mean | S.D | t- ratio | Df | Significant Level |
|---|---|---|---|---|---|---|---|
| Career Maturity | Private | 60 | 61.75 | 11.11 | 2.54 | 118 | Significant at 0.05 level |
| | Government | 60 | 56.33 | 12.24 | | | |

The obtained t-ratio (2.54) is more than the table value at 0.05 level of significance but slightly lesser then table value at 0.01 level of significance at degree of freedom 118. Hence, calculated t-ratio is significant at 0.05 level of significance. Hence, null hypothesis which was formulated by stating that "there does not exist any significant difference of the career maturity between of secondary school students due to types of school" is rejected. It means that there is a significant effect of management on career maturity of secondary school students.

**3. Management difference in Attitude Scale score**

**Table 4: Significance of Difference between Private and Government Secondary School Students on Attitude Scale**

| Variable | Group | N | Mean | S.D | t- ratio | Df | Significant Level |
|---|---|---|---|---|---|---|---|
| Attitude Scale. | Private | 60 | 32.60 | 5.09 | 3.54 | 118 | Significant at 0.01 level |
| | Government | 60 | 29.43 | 4.72 | | | |

The obtained t- ratio (3.54) is more than the table value at 0.01 level of significance at degree of freedom 118. Hence, calculated t-ratio is highly significant. As a result, null hypothesis which was formulated by stating that "there does not exist any significant difference of career maturity of secondary school students, component wise i.e. attitude towards making career choice due to management variation" is rejected. It means that there is a significant effect of management on the attitude towards making career choice of secondary school students.

**4. Management difference in Competence Test score**

**Table 5: Significance of Difference between Private and Government Secondary School Students on Competence Test**

| Variable | Group | N | Mean | S.D | t- ratio | Df | Significant Level |
|---|---|---|---|---|---|---|---|
| Competence Test | Private | 60 | 29.15 | 9.10 | 1.15 | 118 | Not significant at 0.05 level |
| | Government | 60 | 27.10 | 10.39 | | | |

The obtained t- ratio (1.15) is less than the table value at 0.05 level of significance at degree of freedom 118. Hence, calculated t-ratio is insignificant. As a result, null hypothesis which

was formulated by stating that “there does not exist any significant difference of career maturity of secondary school students, component wise i.e. competence to realistic career choice due to management variation” is accepted. It means that there is no significant effect of management on the competence to realistic career choice of secondary school students.

**Major Findings**

The on average career maturity of the private school students is quite better than that of government school students.

The distribution is slightly positively skewed and platykurtic. Hence on the whole the secondary school students have good career maturity.

It has found that there is significant difference between the private and government secondary school students on career maturity.

It has found that there is significant difference between the private and government secondary school students on attitude towards making career choice.

It has found that there is no significant difference between the private and government secondary school students on competence to realistic career choice.

It has also been found that private secondary school students are better in deciding about the career than government secondary school students especially in the attitude towards making career choice.

**Conclusion:** The obtained results indicate that school environment plays a significant role in the development of career maturity. In the light of above results, it may also be inferred that the environment of the private schools promotes career maturity and the students of private schools are better informed about career opportunities than the students of government schools. Especially the students of private schools posses significantly high career maturity attitude than the students of government schools but there does not exist any significant difference in career maturity competence between them. Hence the students of government schools lack the proper attitude towards making career choice but they are competence enough to the realistic career choices. These indicate that the private school students are properly encouraged to various practical activities along with the academic stress and the private schools introduce more practical based curriculum beside the bookish knowledge. Thus the environment of the private schools is able to create awareness of vocational development among the students to prepare them fit for the World of Occupation. On the other hand either the government schools lack such practical based curriculum or the students are not encouraged enough towards the co-curricular/co-scholastic activities. As a result they

lack the proper career maturity attitude although they are competence enough which is to taken care with proper remedies and implementations.

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